



Teacher of Mathematics From 1st September 2024

The School

Queen Elizabeth's Grammar School and Queen Elizabeth's Primary School together form QEGS Blackburn Academy Trust. A former Direct Grant Grammar School, founded in 1509, it caters for approximately 900 pupils and students (11 to 18). The School is fully coeducational. In September 2019 the School was one of the first in the country to undergo an Ofsted inspection under the new framework and was awarded 'Good with Outstanding features'.

During the 1990s and 2000s with the demise of the Assisted Places Scheme, Queen Elizabeth's Grammar School as an independent school gradually became a smaller school and although what we did was good we decided that an alternative model would be better for securing our future and enabling us to remain true to our original roots as a school for pupils and students of diverse backgrounds without charging fees. Thus we became a Free School in September 2014, creating many opportunities for increasing the breadth of our curriculum and extra-curricular activities. Our ethos remains the same: a commitment to high aspirations for all and educating pupils and students so they become well-rounded, confident individuals who will go on to make a positive contribution to society.

Both schools enjoy a reputation for academic excellence. Queen Elizabeth's Grammar School continues to draw pupils and students from a wide area of north and east Lancashire. Students proceed to the universities of Oxford and Cambridge, as well as other well renowned institutions and almost all the Year 13 students go on to university or highly competitive apprenticeship schemes.

Both schools remain committed to a wide range of extra-curricular activities. Facilities are excellent, including a large sports hall, refurbished sports fields, swimming pool and Sixth Form Centre. Investment in CPD is generous with staff taking part in a wide range of internal and external courses designed to improve and support teaching, innovative behaviour techniques and curriculum delivery. Innovative and up-to-date in our approach, we nonetheless remain conscious of our long and fine tradition.

Both schools are committed to providing a traditional academic education. In Queen Elizabeth's Grammar School, pupils study a full range of subjects with the aim that all pupils take at least 10 GCSEs at the end of Year 11.

In the Sixth Form, we offer a suite of over 20 A level subjects, with most students choosing to study three subjects.

The successful candidate will be in sympathy with the aims and ethos of independent education (without fees) and will wish to participate in the extra-curricular life of the school.

We are committed to the safeguarding of children. Our safeguarding policy, which is regularly reviewed, is on our website. All offers of employment are conditional upon appropriate checks, including an enhanced DBS and Prohibition List check.

The post

The School seeks to appoint a Teacher of Mathematics from September 2024 to teach pupils and students from Year 7 to Year 13.

The successful candidate will:

- Demonstrate the potential to ensure exceptional progress for our pupils and students
- Be committed to Queen Elizabeth's ethos of high expectations

- Have the resolve to make a real difference to the lives of pupils and students.

QEGS has a pay scale above CPS and remuneration will be set according to qualifications and experience. All teachers are members of the Teachers' Pension Scheme.

Applicants must have a good, relevant degree and have a PGCE. Applications are accepted from ECTs.

The Faculty

The Mathematics and Computer Science Faculty makes a solid contribution to the academic life of the School. The atmosphere within the Faculty is friendly and supportive both of traditional teaching practices and new learning initiatives. There are 8 experienced specialist teachers of Mathematics and two specialist teachers of Computer Science. The successful candidate will be a specialist mathematician with a strong academic record. The Faculty is very well resourced with six specialist teaching rooms. Some A level teaching also takes place in the Sixth Form Centre. This is an exciting opportunity for an enthusiastic mathematician. We are looking for a candidate with a strong academic background, a love of the subject and a positive attitude who will further increase the profile of Mathematics in the School.

At GCSE, pupils are entered into Edexcel's 9-1 GCSE Course. High performing pupils also enter Level Two Certificate in Further Mathematics in Year 11.

At A level students are entered for the Edexcel specifications. Further Mathematics is also offered giving students a choice of units. The main course books currently in use are the Pearson series which is endorsed by Edexcel and is available to students electronically. This is supported by a wide range of other textbooks and in-house material.

There is setting from Year 8 to Year 11, enabling less able pupils to be taught in small groups. The school operates a two-weekly timetable of 60 periods per cycle. Years 7 and 8 have 7 periods of Mathematics over the two weeks Year 9, Year 10 and Year 11 have 8 periods. Sixth Form students study three A levels in Years 12 and 13, with 12 periods per subject. Further Mathematics students often take the subject as an additional fourth A level.

Homework is set using sparxmaths for Years 7 to 11 amongst other tasks.

Pupils and students take part in a wide variety of extra-curricular Mathematics events and competitions. They have a good record of achievement in national competitions, including the UKMT Mathematics Challenges and Olympiads.

Job Description

All teachers are expected to:

- Set high expectations which inspire, motivate and challenge pupils/students by:
 - Establishing a safe and stimulating environment for pupils/students, rooted in mutual respect.
 - Setting goals that stretch and challenge pupils/students of all backgrounds, abilities and dispositions.
 - Demonstrating consistently the positive attitudes, values and behaviour which are expected of pupils/students.
- Promote good progress and outcomes for pupils/students by:
 - Being accountable for pupils'/students' attainment, progress and outcomes.
 - Being aware of pupils'/students' capabilities and prior knowledge, and planning teaching to build on these.
 - Guiding pupils/students to reflect on the progress they have made and their emerging needs.
 - Demonstrating knowledge and understanding of how pupils/students learn and how this impacts teaching.
 - Encouraging pupils/students to take a responsible and conscientious attitude to their own work and study.
- Demonstrate good subject and curriculum knowledge by:

- Having a secure knowledge of the relevant subjects and curriculum areas, fostering and maintaining pupils'/students' interest in the subject, and addressing misunderstandings.
- Demonstrating a critical understanding of developments in the subject and curriculum areas, and promoting the value of scholarship.
- Demonstrating an understanding of and taking responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject.
- **[EYFS and primary teachers only]** Demonstrating a clear understanding of systematic synthetic phonics for early reading.
- **[EYFS and primary teachers only]** Demonstrating a clear understanding of appropriate teaching strategies for early maths.
- Plan and teach well-structured lessons by:
 - Imparting knowledge and developing understanding through effective use of lesson time.
 - Promoting a love of learning and children's intellectual curiosity.
 - Setting homework and planning other out-of-class activities to consolidate and extend the knowledge and understanding pupils/students have acquired.
 - Reflecting systematically on the effectiveness of lessons and approaches to teaching.
 - Contributing to the design and provision of an engaging curriculum within the relevant subject areas.
- Adapt teaching to respond to the strengths and needs of all pupils/students by:
 - Knowing when and how to differentiate appropriately, using approaches which enable pupils/students to be taught effectively.
 - Having a secure understanding of how a range of factors can inhibit pupils'/students' ability to learn, and how best to overcome these.
 - Demonstrating an awareness of the physical, social and intellectual development of children, and knowing how to adapt teaching to support pupils'/students' education at different stages of development.
 - Having a clear understanding of the needs of all pupils/students, including pupils/students with SEND, pupils/students of high ability and pupils/students with EAL, and be able to use and evaluate distinctive teaching approaches to engage and support them.
- Make accurate and productive use of assessment by:
 - Knowing and understanding how to assess the relevant subject and curriculum areas, including statutory assessment requirements.
 - Making use of formative and summative assessment to monitor pupils'/students' progress.
 - Using relevant data to monitor progress, set targets, and plan subsequent lessons.
 - Giving pupils/students regular feedback, both orally and through accurate marking, and encouraging pupils/students to respond to the feedback.
- Manage behaviour effectively to ensure a good and safe learning environment by:
 - Having clear rules and routines for behaviour in classrooms and taking responsibility for promoting good and courteous behaviour both in classrooms and around the Trust site, in accordance with the Trust's Behaviour Policy.
 - Having high expectations of behaviour and establishing a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly.
 - Managing classes effectively, using approaches which are appropriate to pupils'/students' needs in order to involve and motivate them.
 - Maintaining good relationships with pupils/students, exercising appropriate authority, and acting decisively when necessary.
- Fulfil wider professional responsibilities by:
 - Making a positive contribution to the wider life and ethos of the Trust.
 - Developing effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support.
 - Deploying support staff effectively.
 - Taking responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues.
 - Communicating effectively with parents/carers with regard to pupils'/students' achievements and wellbeing.

Personal and professional conduct

- Uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside your School in the Trust, by:
 - Treating pupils/students with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position.
 - Having regard for the need to safeguard pupils'/students' wellbeing, in accordance with statutory provisions.
 - Showing tolerance of and respect for the rights of others.
 - Not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.
 - Ensuring that personal beliefs are not expressed in ways which exploit pupils'/students' vulnerability or might lead them to break the law.
- Have proper and professional regard for the ethos, policies and practices of the Trust, and maintain high standards in attendance and punctuality.
- Have an understanding of, and always act within, the statutory frameworks which set out teachers' professional duties and responsibilities.

Applications

Applications must be submitted to the Head, Mrs CY Gammon via email to head@qegsblackburn.com or by post. **These should take the form of a brief letter, accompanied by your *curriculum vitae* and a completed application form, available from our website, www.qegsblackburn.com.** These should be received by no later than **noon on 22nd January 2024.**

All applications will be acknowledged. Interviews will be held the following week and the appointment will be made as soon as possible thereafter. **Documentation to be brought to interview: passport, driving licence, A level, degree and PGCE certificates, two utility bills or statements and documentation confirming NI number.**